DOCUMENT RESUME

ED 129 780 SP 010 495

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TITLE Literary Analysis of Children's Stories (Instructor's Guide). Toward Competence Instructional Materials for Teacher Education.
INSTITUTION City Univ. of New York, N.Y. Center for Advanced Study in Education.
PUB DATE 74
NOTE 11p.; For Student's Manual, see SP 010 496; for other related documents, see SP 010 493-517; not available in hard copy due to marginal reproducibility of original
AVAILABLE FROM Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010 (No price quoted)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Bibliographies; *Childrens Literature; *Early Childhood Education; Early Reading; Individualized Instruction; Inservice Teacher Education; *Learning Modules; *Literary Analysis; *Performance Based Teacher Education; Teacher Education
IDENTIFIERS *Competency Based Teacher Education Project

ABSTRACT

This document is the instructor's guide for teaching a learning module on literary analysis of children's stories. Its purpose is to provide suggestions for administering the module and to point out the flexibility with which instructor and student may approach the activities and assessments. The terminal object of the module requires that students become familiar with a number of better-known children's stories and develop the ability to identify literary structures in each of them. The manual contains an answer key to the pre-assessment in the student's manual and a bibliography of 36 children's books in book and media form. Student's manual is published separately. (MB)

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INSTRUCTOR'S GUIDE
LITERARY ANALYSIS OF CHILDREN'S STORIES

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Development of the material contained herein was supported by funds allocated by The City University of New York, Office of Teacher Education, to support the Competency Based Teacher Education Project of The City University of New York.

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MODULE DESIGN

The module, Literary Analysis of Children's Stories, consists of two separate booklets -- the student's manual (blue cover) and the instructor's guide (yellow cover).

The student's manual consists of five major divisions:

overview - which explains the purpose of the module and the procedure for going through it;

pre-assessment - which tests whether the student is already competent in the skills contained in the terminal objective;

instructional elements - which provide information and activities to help the student achieve the objective for the module;

post-assessment - which tests whether the student, after completing the work in the instructional elements, has achieved competence in the designated skills;

appendix - which contains excerpts for the student to read from Children and Books (Arbuthnot and Sutherland) and Children and Their Literature (Georgiou), a Bibliography of Children's Stories, and additional references.

The Instructor's Guide, in addition to providing suggestions for administering this module, contains the Answer Key to the Pre-Assessment (see page 6). For your convenience, the Bibliography of Children's Stories and the references, which appear in the Student's Manual, have also been included.

SUGGESTIONS FOR ADMINISTERING THE MODULE

The Overview to the Student's Manual will present you with the overall procedure for the student who takes this module. The purpose for the information in the Instructor's Guide is to provide

suggestions for administering the module and to point out the flexability with which you and your students may approach the activities and assessments.

Each student who is taking the module should receive a copy of the blue booklet. All answers may be written directly in the manual, but the student may use extra paper wherever needed.

The Bibliography of Children's Stories in Book and Media Form contains 36 of the better known children's stories which students will be required to read for the first time or will already be familiar with. If a number of your students are taking this module, you will probably want to make these books readily accessible. If your department cannot provide copies, you might direct your students to a library which stocks a good collection of children's literature.

In order to complete Part D of the Pre-Assessment, the student is required to read or already be familiar with five stories. To save time, you will probably want to have copies of these books on hand. The stories are:

Finders Keepers by William Lipkind, Illustrated by Nicolas Mordvinoff

Curious George Rides a Bike by H.A. Rey

Gilberto and the Wind by Marie Hall Ets

The Happy Owls by Celestino Piatti

Chanticleer and the Fox by Geoffrey Chaucer, illustrated by Barbara Cooney

Students have the option of hearing or viewing the stories on cassettes, filmstrips, and records. Before they begin their work, you might inform them about the availability of audio-visual equipment and the accessibility of the stories in these other media forms.

Pre-Assessment

You and your students have several options with respect to the pre-assessment. After skimming the test, students may decide they do not possess any of the skills or the information which the twenty items assess. They may therefore choose to save time by skipping the pre-assessment and beginning immediately on Element I.

If, however, you are planning to use the pre-assessment for diagnostic purposes, you should inform your students that they will be required to complete as many items on the test as possible. In your evaluation of the test, you may find, for example, that a student is able to identify plots and themes, but not characterizations. In such a case, you can suggest that the student work only on the element which deals with characterization. However, once your students have entered any element, they will also be required to take the Post-Assessment for the entire module.

Students who take the pre-assessment and score at least 80% may exit from this module without working through the elements. They will have demonstrated that they already possess the skill which is the terminal objective for this module. If you are not using the pre-assessment for diagnostic purposes, and students score less than 80%, they should begin Element I and work through the module.

Evaluation for Self-Assessments

In order for students to have their work evaluated in part A of the self-assessments at the end of each of the elements, they will need to confer with a peer who has successfully completed the

work in this module or with each other. The Overview suggests that students form a small-group seminar in which they will analyze and compare their statements of theme, plot, and characterization. If the group agrees that an individual's answers are satisfactory and that he or she has met the criterion level, then that student may proceed to the next element. If the group determines that their peer has not scored at least 80% , then he or she must re-enter Activity 1 as directed and then take Self-Assessment, part B. Although the module does not require it, you or your students may prefer to use the peer group situation for evaluating part B.

If you have only one student working on this module, you will need to help the student evaluate the self-assessments.

Post-Assessment

In order for your students to demonstrate that they have achieved the terminal objective for this module, they must score at least 80% on the Post-Assessment test. Failure to meet this criterion level indicates that additional practice is necessary in identifying one or more of the literary structures. If a student has not scored at least 80%, together you and that student will decide on an alternate route for the successful completion of this module. One such alternative would be to provide the student with a list of stories you have selected and require the student to analyze the literary structures in each story.

The terminal objective of this module requires that the student become familiar with a number of the better-known children's stories, and at the same time, develop the ability to identify three literary structures in each of these stories. However, the module has also been designed to allow flexibility for the instructor. If it does not exactly fit into the course you are teaching, you will be able to adapt this module by concentrating only on the information and/or skills which also coincide with the objectives of your own program.

If you feel that the module will require more regular classroom time than you can spare, you might want to abbreviate the list of stories your students must read in each element. In such a case, you must also adjust the criteria for the self-assessments. For example, if you require your students to read only three stories, then they must be able to correctly answer at least two out of three items. You can also substitute (or allow your students to substitute) other appropriate children's stories for those already listed in the elements and the Bibliography of Children's Stories.

Answer Key to Pre-Assessment in Student Manual (page 14)

A.

1. T
2. F
3. T
4. F
5. T

B.

1. Shining shoes is hard work.
2. The honesty of a child reveals a king's foolishness.
3. Learning is fun.
4. Two children outsmart a witch and return to their parents.
5. A girl finds a solution to a dinosaur's problem and a future career for herself.

C.

1. N
2. C
3. C
4. N
5. C

D. (The answers supplied below are only the suggested completions for the items in Part D of the Pre-Assessment.)

1. The two main characters are two dogs.
2. Curious George rides a bike into many adventures in which he finds people very helpful.
3. Vanity, conceit. . .

4. We do not learn from another's experience.

5. F. (No characterization of Gilberto is presented. He merely observes and learns from the action of the wind.)

BIBLIOGRAPHY OF CHILDREN'S STORIES IN BOOK AND MEDIA FORM

Title of Book	Author	Publisher	Age	Type Media	Media Company
Amos Fortune, Free Man	Elizabeth Yates	Dutton 1950	9-12	Record, Cassette, Sound Filmstrip (3008)	Miller-Brody Productions
Andy and the Lion	James Dougherty	Viking 1969	4- 8	SF9-SF9C- Sound Filmstrip film	Western Woods
Angus and the Ducks	Marjorie Flack	Doubleday 1930	3- 6	SF39, SF39C-Filmstrip	Western Woods
The Biggest Bear	Lynn Ward	Houghton Mifflin 1952	4- 8	SF10-SF10C-Filmstrip	Western Woods
Call It Courage	Armstrong Sperry	Macmillan 1940	10-12	Sound Filmstrip (3002)	Miller-Brody Productions
Caps for Sale	Esphyr Slobodkina	William R. Scott 1940	3- 6	SF12-SF12C- Filmstrip, film	Western Woods
Carry on Mr. Bowditch	Jean Lee Latham	Houghton Mifflin 1956	12-14	Record, Cassette, Sound Filmstrip (3004)	Miller-Brody Productions
The Cat Who Went to Heaven	Elizabeth Coatsworth	Macmillan 1930	8-10	Sound Filmstrip (3004)	Miller-Brody Productions
Chanticleer and the Fox	Geoffrey Chaucer illus. by Barbara Cooney	Thomas Y. Crowell 1948	4- 8	SF26-SF26C-Filmstrip	Western Woods
Charlotte and the White Horse	Ruth Krauss, illus. by Maurice Sendak	Harper	3- 6	Filmstrip	Western Woods
Crow Boy	Taro Yashima	Viking 1955	5- 8	SF42-SF42C-Film, Filmstrip	Western Woods
Curious George Rides a Bike	H.A. Rey	Houghton Mifflin 1952	3- 6	SF17-SF17C-Film, Filmstrip	Western Woods
The Door in the Wall	Marguerite deAngeli	Doubleday 1949	10-12	Sound Filmstrip (3016)	Miller-Brody Productions
Finders Keepers	William Lipkind, illus. by Nicholas Mordvinoff	Harcourt 1951	4- 8	Filmstrip	Western Woods
Gay-Neck: The Story of a Pigeon	Dhan Gopal Mukerji	E. P. Dutton 1927	12-14	Sound Filmstrip (3501)	Miller-Brody Productions
Gilberto and the Wind	Marie Hall Ets	Viking 1963	3- 6	Filmstrip (SF104-SF104C)	Western Woods
The Happy Owls	Celestino Piatti	Atheneum 1964	4- 8	SF63-SF63C-Film,Filmstrip	Western Woods
The High King	Lloyd Alexander	Holt, Rinehart & Winston 1969	10-14	Sound Filmstrip (3502)	Miller-Brody Productions

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Title of Book	Author	Publisher	Age	Type Media	Media Company
It's Like This, Cat	Emily Neville	Harper & Row 1963	10-14	Record, Cassette (3017)	Miller-Brody Productions
Johnny Tremain	Esther Forbes	Houghton Mifflin 1945	12-16	Record, Cassette (3007)	Miller-Brody Productions
King of the Wind	Marguerite Henry	Rand McNally	9-11	Sound Filmstrip (3021)	Miller-Brody Productions
Little Bear's Visit	Else Minarik, illus. by Maurice Sendak	Harper 1961	4 -8	SF83-SF83C-Filmstrip	Western Woods
The Magic Ball and Other Tales from Silver Lands	Charles J. Finger	Doubleday & Page 1924	8-10	Sound Filmstrip	Miller-Brody Productions
Make Way for Ducklings	Robert McCloskey	Viking 1941	5- 7	Film, Filmstrip (SF3-SF3C)	Western Woods
Mike Mulligan and His Steamshovel	Virginia Lee Burton	Houghton Mifflin 1939	4- 8	SF4-SF4C- Film,Filmstrip	Western Woods
Millions of Cats	Wanda Gag	Coward-McCann 1928	3- 6	SF5-SF5C-Film, Filmstrips	Western Woods
Mrs. Frisby and the Rats of Nimh	Robert C. O'Brien	Athensunn	8-12	Sound Filmstrip	Miller-Brody Productions
Shen of the Sea	Arthur Bowie Chrisman	Dutton 1925	9-12	Sound Filmstrip (3002)	Miller-Brody Productions
The Snowy Day	Ezra Jack Keats	Viking 1962	3- 6	SF61-SF61C-Film, Filmstrip	Western Woods
Strawberry Girl	Lois Lenski	Lippincott 1946	8-12	Sound Filmstrip (3020)	Miller-Brody Productions
The Tale of Benjamin Bunny	Beatrix Potter	Warne 1904	3- 6	SF69-SF69C-Filmstrip	Western Woods
The Tale of Peter Rabbit	Beatrix Potter	Warne	3- 6	SF33-SF33C-Filmstrip	Western Woods
Tales from Grimm	Wanda Gag	Coward-McCann 1947	9-12	Film, Filmstrip	Western Woods
The Three Billy Goats Gruff	P.C. Asbjornsen & J.E. Moe, illus. by Marcia Brown	Harcourt 1957	4- 8	Filmstrip	Western Woods
Umbrella	Taro Yashima	Viking 1958	4- 7	SF105-105C-Filmstrip	Western Woods
The Wheel on the School	Meindert De Jong	Harper & Row 1954	9-12	Sound Filmstrip (3001)	Miller-Brody Productions